

ISSN: 0974-2123

# INDIAN EDUCATIONAL RESEARCHER

International Biannual Refereed Open Access Journal

VOLUME 14

ISSUE-2

JULY-DECEMBER-2021



## STELLA MATUTINA COLLEGE OF EDUCATION

ASHOK NAGAR, CHENNAI - 600083, TAMIL NADU, INDIA

**INDIAN EDUCATIONAL  
RESEARCHER**

**Stella Matutina College of Education**

Chennai- 600 083., India. [www.smce-chennai.com](http://www.smce-chennai.com)

E-mail: [smcedn@gmail.com](mailto:smcedn@gmail.com)

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## EDITORIAL

“Education is the most powerful weapon which you can use to change the world.” — Nelson Mandela

The landscape of higher education is evolving at an unprecedented pace, demanding new visions and bold aspirations to address the complex challenges of the 21st century. As society transforms economically, technologically, and culturally, our educational system must also become more adaptive, inclusive, and future-oriented. The need of the hour is a robust system that embraces modernization, encourages liberal thinking, and aligns itself with the dynamic needs of contemporary society.

Quality research and innovation must stand at the core of this transformation. With India swiftly transitioning into technology-integrated and online modes of learning, every dimension of higher education must be reorganized, re-envisioned, and revitalized. Teaching and research practices must be scrutinized with seriousness, accountability must be assessed systematically, and collaborations—with industry, international institutions, and research bodies—must be strengthened to ensure global competitiveness.

For India to realize its full potential, we must cultivate a powerful framework that defines a clear mission and futuristic vision for higher education. This includes fostering human capital, nurturing creativity, and promoting research that addresses both local and global challenges. The pathway to this future requires educators and researchers who are equipped not only with academic knowledge but also with essential meta-skills—communication, teamwork, digital literacy, adaptability, and analytical thinking. These skills will act as bridges to innovation and lifelong learning.

Despite the many strengths of Indian teachers and students, certain challenges persist. Infrastructure must improve, academic rigidity must be eased, and teaching–learning processes must be updated to match global standards. Only a nation that embraces research, innovation, and creativity can thrive in the rapidly shifting global environment.

Within this context, several researchers from teacher education institutions have contributed valuable insights on pressing educational issues:

**Mohanapriya, S., & Joseph Catherine, Dr.** examined Environmental Ethics among High School Students, advocating the need for stronger environmental awareness.

**Maria Louis, & Alma Juliet Pamela, Dr.** explored Emotional Maturity, emphasizing the importance of supporting adolescent emotional development.

**Kanmani, T., & Sheeba, Dr. K. A.** studied Social Support for Learning and Development, underscoring the value of nurturing educational environments.

**Maragatha Valli, C., & Sheeba, Dr. K. A.** investigated Epistemic Cognition of Student Teachers, highlighting the role of informed beliefs in effective teaching.

**Lincy Pushpa, V., & Sheeba, Dr. K. A.** focused on Problem-Solving Ability and Self-Confidence, showing the interconnectedness of psychological and cognitive growth.

These contributions reflect the dedication of teacher educators and researchers toward enriching the body of knowledge in education. Their work demonstrates how research drives growth, improvement, and innovation.

We extend our sincere gratitude to all contributors and look forward to receiving articles on philosophy of education, learning theories, technology-enhanced education, and emerging research issues. High-quality articles rooted in reflection, inquiry, and professional practice will continue to strengthen our academic community.

**Editorial Board**

## Research Article

## A Study on Environmental Ethics among High School Students

S. Mohanapriya<sup>1</sup> & Dr. Joseph Catherine<sup>2</sup>

<sup>1</sup>Research Scholar, Stella Matutina College of Education, Chennai, Tamil Nadu, India.

<sup>2</sup>Principal, Stella Matutina College of Education, Chennai, Tamil Nadu, India.

### Abstract

The Article was about the study of environmental ethic among the high school students 400 samples were collected from 16 different schools in Theni District. simple random sampling technique was used to collect the sample from various school The data collection standardized tools prepared by Dr. Mrs. Haseen Taj (1971). Environmental Ethic deepens on some factors like Gender, Medium of instruction, Region and School Management these are all the dependent variables. The significant difference between the means of each pair of groups is computing using standard deviation, T-test, one-way ANOVA, and Correlation. The findings are established and tabulated from the analyzed data. The finding shows that higher level of Environmental Ethic in Tamil Medium school students is greater than the English medium school students. According to the results and the present study concludes the level of environmental ethics is high in Tamil medium school students compare to the English medium school students.

**Keywords:** Environmental Ethics, High school students

### Introduction

Environmental Ethics is the part of environmental philosophy which considers extending the traditional boundaries of ethics from solely including humans to including non-human world. **“The most important environmental issues is one that is rarely mentioned, and that is the lack of a conservation ethics in our culture” (Gaylord Nelson).** Educating Environmental Ethics to children is a key ingredient in the recipe to “Save the Earth”. Environmental Ethics is something that every person should be well versed with. The principles of ecology and fundamental of environment can really help create a sense of earth-citizenship and a sense of duty to care for the earth and its resource and to manage them in a sustainable way so that children a safe and clean planet to live on. Environmental Ethics in Education

inculcates the following Values in children like Human Values, Social Values, Cultural and Religious Values, Ethical Values, Global Values, Spiritual Values incorporated into environmental Education can go a long way in attaining the goals of sustainable development and environmental conservation. Value based environmental Education can bring in a total transformation of student's mind-set, attitudes and Life Styles. Environmental Education needs to be Imported through formal and informal way to all section of the society. Everyone needs to Understand it because "Environmental belongs to all" and "every individual matter" when it comes to conservation and protection of environment.

### **Statement of the Problem**

"Environmental Ethic among High school students in Theni District".

### **Objectives of the Study**

To examine the difference in Environmental Ethics Owing to Gender, Medium of Instruction, Region and School Management.

### **Review of the Related Literature**

Review of related literature was conducted in order to analyses about the various studies done in the area.

**Alkahr, et al., (2014)** Conducted a study on Collaborative socio-environmental projects that engage Jewish and Arab students in Israel in learning about their local environmental about through outdoor learning and environmental action. The findings of the projects, students showed better understanding of local socio-environmental issues and demonstrated changes in their original views towards the environmental awareness and behavior of their counterparts.

**Chambers, et al., (2014)** Conducted a study on utilizing eco-social theory and the nation of the environment as text, two teachers, the vice-principal and a university researcher, engaged in a year-long, place-based, qualitative action research project in which they used the environment as the integrating context for teaching critical literacy, mathematics, and Science. The project revealed connections between student's abilities to engage in far transfer and complex critical thinking skills, as well as increased ecological understanding and ethic of care. Professional insights were also gained into improved differential instructions, as well as the

potential for engagement in environment education to reduce negative behaviors and increase positive social interactions among students.

**Nayal and pant (2013),** Investigated the level of environmental ethics among pupil of four self- financing colleges of Nainital and Udham Singh Nagar District, Uttarakhand, India. 244 pupil teachers were selected as sample from all the four colleges. The findings of the study revealed that, rural and urban pupil teachers were found to be similar in their Environmental Ethics. Female pupil-teachers were found to be superior in their Environmental ethics when compared to male pupil teachers. Science pupil teacher was found to be superior in their Environmental Ethics than art pupil teachers.

**Ozdemir Oguz (2012),** conducted a study on the Environmentalism of University Students and their Ethical Attitudes towards the Environment. 220 senior students studying in various departments in 2007-2008 academic year formed the sample. The data was collected through an Environmental Ethics Scale developed by the researcher and were analyzed through spss package. The findings was argued that the participants mostly exhibit a “Mild” environmentalism tendency that pays attention to both the instrumental and intrinsic values of non-human entities.

**Reyes (2010),** Conducted an Environmental Awareness and Ethics of college students. The Results shows that there is no significant different in the family type. (Joint and Nuclear).

### **Tools Used For the Study**

- ❖ Environmental Ethics Scale (EES) developed by Haseen Taj (1971).
- ❖ Personal data sheet prepared by the researchers.

### **Selection of the Sample**

The sample for the study was selected randomly. The sample consisted of 400 students in high schools drawn from Theni District.

### **Statistical Technique Used**

After the data collected, it was subjected test of significance using SPSS package for testing the hypothesis formulated by the investigator. The major functional variable for analysis and interpretation of the data includes Environmental Ethics practices of high school students and personal variables include Gender, Medium of Instruction, Region and School

Management. The following statistical technique was used for analysis and interpretation of the data.

### Analysis and Interpretation of the Data

#### Hypothesis 1

There is no significant difference in Environmental Ethics of High school students owing to the differences in Gender.

**Table 1**  
**Table showing the difference in Environment Ethics of High School Students owing to Gender**

Variable	Gender	N	Mean	SD	t – Value	Df	Significant level
Environment Ethics	Male	200	118.68	10.476	0.042	398	0.236 P>0.05 NS
	Female	200	120.64	8.665			
	Total	400					

The above table shows that the mean scores of Males 118.68 with standard deviation 10.68 similarly the mean scores of Females 120.64 with standard deviation of 8.665. Here the significant value 0.236 is greater than 0.05 which is not significant at 5% level. So, null hypothesis is accepted. Hence, there is no significant difference in Environmental Ethics of High School Students owing to the differences in Gender.

#### Hypothesis 2

There is significant difference in Environmental Ethics of High School students owing to the differences in Medium of Instruction.

**Table 2**  
**Table showing the difference in Environment Ethics of High School Students owing to Medium of instruction**

Variable	Medium of instruction	N	Mean	SD	t – Value	Df	Significant level
	Tamil	220	119.70	7.701	0.927	398	0.000 P<0.05

Environment Ethics	English	180	119.61	11.621			S
	Total	400					

The above table shows that the mean scores of Tamils Medium 119.70 with standard deviation with 7.701 while the mean scores of English Medium 119.61 with standard deviation of 11.621. Here the significant value 0.000 is less than 0.05 which is significant at 5% level. So, the null hypothesis is not accepted. Hence, there is significant difference in the Environmental Ethics owing to the difference in Medium of Instruction.

### Hypothesis 3

There is no significant difference in Environmental Ethics of High School students owing to the differences in region.

**Table 3**

*Table showing the difference in Environment Ethics of High School Students owing to region*

Variable	Family Type	N	Mean	SD	t – Value	df	Significant level
Environmental Ethics	Rural	200	118.36	9.827	0 .007	398	0 .530
	Urban	200	120.97	9.315			P>0.05
	Total	400					

The above table shows that the mean scores of Rural is 118.36 with standard deviation 9.827 while the mean scores of Urbans is 120.97 with standard deviation of 9.315. Here the significant value 0.530 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in the Environmental Ethics of high school students owing to the differences in region.

### Hypothesis 4

There is no significant difference in Environmental Ethics of High School students owing to the differences in School Management.

**Table 4**

**Table showing the difference in Environment Ethics of High School Students owing to School Management**

Variable	School Management	N	Mean	SD
Environment Ethics	Government	140	118.94	9.050
	Gov-Aided	140	121.11	7.656
	Private	120	118.82	12.015

**Table 4.a**

**One-Way ANOVA Showing the difference in Environmental Ethics of High School Students with respect to the difference in School Management**

Variable	School Management	Sum of Squares	df	Mean Square	F	Significant Level
Environmental Ethics	Between Groups	451.979	2	225.990	2.444	0.088
	Within Groups	36711.78	397	92.473		P>0.01 NS

The mean score of Private school is 118.82 with standard deviation 12.015. Here the significant value 0.88 is greater than 0.01 which is not significant at 1% level. So, the null hypothesis is accepted. Here there is no significant difference in the Environmental Ethics of high school students owing to the difference in school Management.

### **Major Findings of the Study**

- There is no Significant difference in Environmental Ethics of high school Students owing to the differences in Gender.
- There is significant difference in Environmental Ethics of High School students owing to the differences in Medium of Instruction.
- There is no significant difference in Environmental Ethics of High School students owing to the differences in region.
- There is no significant difference in Environmental Ethics of High School students owing to the differences in School Management.

### **Delimitation of the Study**

- Present study was conducted on high school students only.
- The data was collected from Theni district only.
- The finding of the study are limited to Gender, Region, and Medium of instruction and School Management only.
- To collect the data only survey method is used.

### **Education Implication**

The result showed that there was significant difference in Environmental Ethics owing to the difference in Medium of instruction. It is clearly evident that the Environmental Ethics Tamil Medium School is greater than the English Medium School. Hence measures must be taken to enhance Environmental Ethics among English medium students.

### **Discussion of the Result**

Present study is confirmed to the findings of **Taylor, Dorceta. E (2007)** who stated that there is no significant relationship between male and female students. The present study is in agreement with the findings of **Khadiji (2004)** who stated that there is significant relationship between Tamil and English medium school students. This study reveals with the study of no significance difference in Urban and Rural Students and also there is no significance difference in Government, government aided and Private school Students.

### **Conclusion**

Environmental ethics did not exist until late 60s and 70s because for the most part, it was believed that the world was vast and endless in its resources and it was assumed that what we destroyed, nature would automatically renew itself. Advances in science and technology have allowed us to see the devastation we have brought upon our planet. On the flip side, those same advances have played a major role in the destruction of the environment. This study requires Students need to know that besides actual laws, there are some basics, common ethics or what is right and what is wrong that everyone agrees upon and usually follows or lives by environment. The study may find some usefulness in the field of Environmental Ethics and findings of this study may serve as a data base for the future research.

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## Research Article

**A Study on Emotional Maturity of Higher Secondary School Students****Maria louis<sup>1</sup> & Dr. Alma Juliet Pamela<sup>2</sup>**<sup>1</sup>Research Scholar, Stella Matutina College of Education, Chennai, TN, India<sup>2</sup>Associate Professor of Education, Stella Matutina College of Education, Chennai, TN, India**Abstract**

In the current situations, emotional maturity is very important to all people for living with peace and concord in life. Emotional maturity means the right decision taken at the right time in the right manner. An Adolescent is our wealth of future and transitional phase of growth and development between childhood and adulthood. Adolescence can be a time of both confusion and discovery. The purpose of this study was to assess the impact of emotional maturity and self – Esteem on the students. Socio-demographic, Emotional Maturity and Self Esteem Scale were applied. A significant negative correlation was found in the domains of the Emotional maturity scale and self - Esteem. Self - Esteem scale showed a very significant negative correlation with Emotional stability ( $r = -.243, p < 0.01$ ) There was no difference in the total score of the Satisfaction with Life Scale between boys and Girls of the higher secondary school-going adolescents.

**Keywords:** Emotional maturity, adolescents, school students, gender academic stream

**Introduction**

Education means an each-round development of an individual i.e. every child should be developed with the necessary experience for living and turn ideal, well- rounded, successful & competitive citizens in future. Besides other factors of human life, emotions are also a vital factor. The emotional development of a child is truly necessary because without feelings a person is like a machine. We all know that our present world is enormously competitive where one intends to show better than others. In this competitive society, people are also moving apace to achieve the best but almost in the interior, they're attacked by frustration which can harm the whole life of a person. And this frustration occurs due to the lack of proper emotional maturity.

It has been found that emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular. Emotional

maturity helps a person to be self-apprehensive, positive, patiently, empathetic, self-controlled, flexible, responsible etc., which means an emotionally mature person can acclimatize to all the complications of life in a peaceful & flexible way. Life is full of complications, but we've to handle this adequately if not moreover survival is going to be tricky. It's a stage, which is actually essential in human life. Kaur (2013) found that the students having high I.Q level have high emotional maturity and the vice-versa and the high I.Q level students have good academic achievement. This high emotional maturity has positive correlation with Intelligence, academic achievement and environmental catalyst.

One of the major objectives of any good educational programme is to help the learner to gain emotional maturity. Students who have a well-developed emotional maturity can place themselves in their surroundings, understand their impulses in the world, and can take responsibility for how they show up in the world. An emotionally mature person has full control over the expression of their passions. Yet, they behave according to the accepted social values and ideals. They remain indifferent towards emotional allurements. There's no insecurity in the expression of emotions. During adolescence, one gets frenzied truly soon. Adolescents burst into laugh at flimsy effects or lose their temper soon but an emotionally mature is free from this disfigurement. As one grows mature his emotional stability and depth of social adaptation, vocational and professional aptitude, life's ambitious etc., go on developing. A mature person is anticipated to understand a situation without anyone's helped and realize his duties and liabilities himself. They won't act irresponsibly under an emotional sluce and waste their time and energy over imaginary problems. But it's really related to their success to cultivate finer rates of tone-control, politeness, sympathy, cooperation, forbearance and emotional stability.

An emotionally stable person will have better adaptation with themselves as well as with others. Emotionally mature persons will have further satisfaction in life; they will be satisfied with what they are having, of course trying to achieve further. They will have more positive than negative platforms toward their life. Petrides et al (2004) conducted "A study of relationship between emotional intelligence, cognitive ability and academic performance" and found that emotional intelligence moderated the relationship between academic performance and cognitive ability, where higher IQ and higher emotional quotient (EQ) led to greater academic performance.

**Cole (1954)** said, ‘The principal indicator of emotional maturity is the capability to bear the pressure. Emotional maturity is always relative. Still, emotional maturity develops throughout life. It's a form of a person's maturity, from which one can retreat veritably snappily. Psychologically more mature during nonage as parents are allowed to accept liabilities and come independent and tone-sufficient. Different studies frequently say adolescents are largely emotional, they face difficulty in regulating emotional behaviours, and occasionally they're over-reactive and fail to control or operate different emotional chops.

Emotional maturity has a veritably close relationship with test anxiety also, as anxiety is nothing but an emotion which is characterized by the feeling of pressure and solicitude. It brings upset studies and physical changes too. Numerous studies have explained the colorful countries of emotional maturity grounded on gender as well. Not only physical growth and development are linked with emotional makeup and also intellectual, social, moral, and aesthetic development and are also controlled by emotional gets and exploits. Taking these factors following are five broad factors of the emotional maturity position in individualities

Emotional maturity at the college stage in student life plays a key role in developing their personality. Although we call the man a judge, there is no reason to doubt his behavior, which is controlled by emotions. If you do not know the nature of human life, its behavior will not be comprehensively evaluated. Furthermore, to live a healthy life in society, proper development of the student's emotional maturity is essential. The conscious mental process of social life is regulated exclusively by the emotional behavior of the individual. So, if emotional development is not properly developed, then life development is not fulfilled. A person who does not properly develop a positive response to emotional maturity is not considered a perfect person. In such a situation, emotional maturity is required to conform to behavioral standards to develop a good human being.

**Dosanjh (1956)** says, ‘Emotional maturity means a balanced personality. It means the ability to govern disturbing emotions, show steadiness and endurance under pressure and be tolerant and free from neurotic tendencies’ According to **Crow and Crow (1962)**, "The emotionally mature or stable individual regardless of his age, is the one who can overcome tension to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strives towards an improved integration of his thought, his emotional attitude and his overt behavior. **Menninger (1999)**,

emotional maturity includes the ability to deal constructively with reality. According to **Walter D. Smitson (1974)**, "Emotional maturity is a process in which the personality is continuously striving for a greater sense of emotional health, both intra-physically, and interpersonally." **Crow and Crow (1974)** said, "An emotion is an affective experience that accompanies generalized inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behavior" (as cited in **Kasundra & Singh, 2008**). The emotionally mature is not the one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action.

### **Aim of the Study**

The purpose of this study was to assess the impact of emotional maturity and Self-esteem of school going adolescents.

### **Objective**

- To assess the relation between Emotional Maturity and Self- Esteem in school going adolescents.
- Comparison of Self- Esteem between the students of higher secondary.

### **Methods**

Data was taken from Higher Secondary Schools (2 schools) of the city of (city name). They were (School Name). The research designed based on cross sectional and used purposive sampling to select the respondents. Total sample size of the study were 80 school going adolescents (40 from each school). The respondents were selected based on the permission from the school authority and the Criteria to select the respondents from higher secondary school going boys in the age group of 14 to 18 years who were attending school regularly also the willingness of the respondents and who gave the written concern to participate in the study. Also, this study straightly avoids the students those who were not staying with their biological parents, students who went to work after schooling and the students who were having the history of any significant physical illness.

### Tool Used for Data Collection

- **Socio- demographic profile:** It included various socio-demographic variables like name, father's name, address, age, sex, education, name of the school in which studying, domicile, religion, family type, total family members, family income per month, physical health, family history of physical illness and psychiatric illness, education of parent, occupation of the father.
- **Emotional Maturity Scale (Singh & Bhargava, 1990):** It has developed by. Yashvir Singh and Mahesh Bhargava, this questionnaire consists of 48 items. Namely emotional instability, emotional relapse, social conflict, and personality breakdown the last item examines their lack of independence. The emotional maturity questionnaire is a self-report scale on a 5-point Likert scale. A higher score indicates higher levels of emotional immaturity and vice versa.
- **The Self-Esteem Scale (Rosenberg, 1965):** A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

### Statistical Analysis

The Statistical Package for Social Sciences (SPSS) 20.0 for windows was used for data analysis. Student t-test was used for comparing the continuous data of the 2 groups. Chi-square test was applied to compare the categorical data. Pearson's correlation analysis was used for finding out the significant correlations between variables.

Table 1 shows the socio-demographic details of students in Class X, Class XI & Class XII. There were equal numbers of male and female students in Class X. Large number of them were Hindu (87.5%), urban (77.5%), coming from nuclear family (62.5%) and had good physical health (92.5%). They had no family history of physical illness (85%) and psychiatric illness (100%). Father worked as skilled worker (92.5%) and the mothers were semi-skilled (97.5%). On comparison with students of Class XI and Class XII, it appeared that the socio- demographic characteristics were similar. There were no differences in socio-demographic status.

Table 1

## Socio-demographic Characteristics of School going, Adolescent

Variables		School -1	School-2	x <sup>2</sup>	d f	p
Religion	Christian	35 (87.5%)	38 (95%)	2.162	2	0.504
	Others	5 (12.5%)	2 (5%)			
Domical	Rural	31 (77.5%)	28 (70%)	0.800	2	0.775
	Semi Urban	9 (22.5%)	12 (30%)			
Family Type	Nuclear	25 (62.5%)	23(57.5%)	0.276	2	0.919
	Joint	15 (37.5%)	17(42.5%)			
Physical Health	Good	37 (92.5%)	38 (95%)	0.303	2	1.000
	Average	3 (7.5%)	2 (5%)			
Psychological Health	Average	20 (50%)	20 (50%)	0.000	2	1.000
	Below Average	20 (50%)	20 (50%)			
Family History of Physical Illness	Yes	6 (15%)	2 (5%)	2.602	2	0.378
	No	34 (85%)	38 (95%)			
Family History of Psychiatric Illness	Yes	0 (0%)	1 (2.5%)	2.017	2	1.000
	No	40 (100%)	39 (97.5%)			
Occupationof Father	Semi-skilled	1 (2.5%)	1 (2.5%)	0.000	2	1.000
	Skilled	39 (97.5%)	39(97.5%)			
Occupationof Mother	Unskilled	1 (2.5%)	6 (15%)	5.029	4	0.307
	Semi-skilled	2 (5%)	3 (7.5%)			
	Skilled	37 (92.5%)	31(77.5%)			

Table 2: Correlation between Emotional Maturity and Self – Esteem

Emotional Ma- turity	Domains	Self-Esteem Pearson 'r' value) N=80
	Emotional Stability	-.243**
	Emotional Progression	-.137*
	Social Adjustment	-.189**
	Personality Integration	-.129*
	Total score	-.197**

Significant level  $p < 0.01$ \*\*, Significant level  $p < 0.05$ \*

Table 2 shows correlation between emotional maturity and self-esteem in both the school students (N=80). Emotional Stability, emotional Progression, Social Adjustment, personality Integration and total score have significant negative correlation with Self-Esteem. There was no correlation between emotional maturity and self-esteem.

## Discussion

The aim of the study was to find the relationship of emotional maturity and self-esteem of school going student. Etymologically the word “Emotion” originated from Latin word “EMOVERE” which means to stir up, to excite, or to agitate. Emotional maturity implies understanding of oneself, world and realities of life. Utmost of our problems arise due to lower understanding of our lives and requirements. Emotional maturity implies controlling one’s emotions slightly than allowing our feelings get the better of us. Children occasionally act in incongruous ways because they’ve not developed an understanding of those emotions or how to express them in the correct ways. Because of the close connection with social growth, you oftentimes see ‘emotional development’ referred to as ‘social-emotional.’ This area of human development includes how children feel about and act towards the people and situations in their lives.

A person’s emotional maturity is actually importantly reached by his/ her relationship history. Emotional intelligence makes an important part of life, together with intellectual intelligence and relationship intelligence. Such intelligence can help one to assess emotional maturity and emotional freedom. How well we can dive into any relationship, is a major perceptible factor to check our footing of emotional maturity.

Not only physical growth and development are linked with emotional makeup and also intellectual, social, moral, and aesthetic development and are also controlled by emotional behaviour and gestures. Taking these factors following are five broad factors of the emotional maturity position in individuals.

Emotionally disturbed behaviour can be described through ways reflected in these factors. The factors are: i) Emotional Stability. ii) Emotional Progression. iii) Social Adjustment. iv) Personality Integration. v) Independence

**(i) Emotional Stability:** Emotional Stability refers to the characteristics of a person that doesn't allow him to respond devilishly or given to swings in mood or emphatic changes in any emotional situation.

**(ii) Emotional Progression:** Emotional Progression is the characteristics of a person that refers to a feeling of respectable advancement and growing vitality of emotions in relation to the context to assure a positive thinking invested with righteousness and satisfaction.

**(iii) Social Adjustment:** Social Adjustment refers to a process of interaction between the necessities of a person and demands of the social environment in any given situation, so that they can maintain and accommodate a desired relationship with the atmosphere.

**(iv) Personality Integration:** Personality Integration is the process of explosively unifying the diverse elements of a substance's motives and dynamic tendencies, working in harmonious co-action and de-escalation of the inner conflict (English & English, 1958) in the fearless expression of behaviour, whereas disintegrated personality includes all those symptoms, like response, phobias formation, argument, pessimism, immorality etc.

**(v) Independence:** Independence is the capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others, where he can take his opinions by his own judgment grounded on data by exercising his intellectual and creative capabilities.

**Self-Esteem:** Confidence in one's value as a human being is a precious intellectual resource and generally a considerably positive factor in life; it's identified with achievement, good collaborations, and content. Owning little self-regard can lead people to become depressed, fall abruptly off their prospects, or tolerate abusive relations and situations. Too historic self-love, on the other hand, results in an out-putting sense of annuity and an incapability to learn from failures. It can also be a sign of clinical egocentricity, in which existents may behave in a personality-cantered, arrogant, and manipulative manner. This view lays stress upon 'self-control' and not on 'self-fulfilment'.

Emotional maturity it is a set of skills that help students to be successful in school, at work and in relationships with their family and relatives. It is the big challenge for the younger generations. In the present study, a significant negative correlation was found in the domains of

Emotional maturity scale and Self-esteem. Self-esteem scale showed very significant negative correlation with Emotional stability ( $r = -.243$ ,  $p < 0.01$ ), Social adjustment ( $r = -.189$ ,  $p < 0.01$ ) and Total score ( $r = -.197$ ,  $p < 0.01$ ). In the study, Subjective well-being scale showed significant negative correlation with Emotional progression ( $r = -.137$ ,  $p < 0.05$ ) and Personality Integration ( $r = -.129$ ,  $p < 0.05$ ). It can be explained as persons who perceive adequate emotional maturity might be privilege to have inadequate well-being to reduce the consolidation of subjective well-being.

This study helps to support people with unstable emotional maturity and poor general self-esteem to modify their lifestyles. This study leads to hale and healthy social and personal life. It also helps the adolescent to lead a matured way of lifestyle. It's directed the does and dons for the betterment. It also guides to find out adolescents with emotional instability and poor well-being and provides proper guidance from the educational sector to empower them and to achieve a state of stable emotional maturity. It can also help to give information and guidance on the upbringing of adolescents.

### **Conclusion**

The 'development' aspect entails children gradationally learning to deal with, talk over, and control feelings, similar to fear, envy, angeriness, and sadness. They also learn to undergo and respond to sensibilities of love, happiness, and excitement in a controlled manner. Although you can find similarities among children at certain stages and periods, they develop at different rates and are definitely not all comparable. If the pupils are emotionally drained or unstable they won't be capable to achieve success in their academic activities. They will sustain further worries, stresses, anxiety, anxiousness etc. Throughout their academic life and it'll surely clog their performance negatively. Some studies mentioned the benefits of psycho-education. This should be promoted for creating an emotionally healthy being. Parenthood style also affects the emotional status of adolescents.

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## Research Article

## A Study on Social Support to Learning and Development of Higher Secondary School Students

T. Kanmani<sup>1</sup> & Dr. K. A. Sheeba<sup>2</sup>

<sup>1</sup>Research Scholar, Stella Matutina College of Education, Chennai, TN, India.

<sup>2</sup>Asst. Professor of Physical Science, Stella Matutina College of Education, Chennai, TN, India.

ORCID" <https://orcid.org/0009-0004-6936-0079>

### Abstract

This study was made as an attempt to the social support to learning and development of higher secondary school students. Normative survey method was employed to collect the data through questionnaire by adopting simple random sampling technique. The questionnaire was constructed and validated by the researcher under the guidance of research supervisor. The sample size of this investigation comprises 96 higher secondary school students. Among them, 55 were Boys and 41 were Girl's students studying in various higher secondary schools from Chennai district of Tamil Nadu. The objective of the present study is to find out the Social support to learning and development of higher secondary school students with respect to Gender and Type of family and Parental monthly income. Mean, S.D and t-value and F- value were the statistical techniques employed. The major findings showed that there is significant difference in the social support of higher secondary school students to learning and Development based on gender and Parental monthly income and there is significant difference in the social support of higher secondary school students to learning and Development based on Type of family.

**Keywords:** Social support, higher secondary school students, Teachers, Parents and Friends

### Introduction

The learning and development of higher secondary students involve consideration of physical, emotional, mental, and social aspects. Their attitudes, habits, and competencies are developed from childhood to adolescence and through their lifetime. The student learning and development are thought to hold the key too many future results. The early experiences of

students establish the groundwork for their outcomes throughout their lifetime. Children's fast rate of brain development and growth rate five make this a critical potential and susceptibility period. When the students experience neglect and abusive family, their well-being suffers. It is increasingly clear that the relationships, experiences, and environments a student is exposed to are crucial to their long-term learning and development.

### **Social Support**

Social ties and social support are generally recognized as essential factors for psychological health and wellbeing. Several types of social support represent various aspects of the construct. These include the size and scope of a person's virtual community and the frequency at which they communicate with others. It is believed that belief in social experiences has aided in fulfilling emotional or instrumental needs, including motivation to adopt healthy and reduce risky behaviors; feelings of being understood; assessment of potentially stressful events as less threatening; enhanced sense of control or mastery; increased self-esteem; use of active coping strategies; and the impact of social influence and social comparison.

### **Need for the Study**

Social support may take various forms. It might take the form of just spending quality time around each other, or it can take the shape of aid that is only incidentally linked to the situation at hand. It provides help to someone in managing stressful events or challenges related to their learning and development. Besides, early learner progression has regularly been demonstrated to significantly influence a youngster's long-term outcomes and improving career plans, educational achievement, and even life quality.

Students who do not have enough support from family members often create school problems such as bullying other students and poor well-being or health development. Thus, this study would determine if social support can influence higher secondary students in learning and development. The researcher has not come across a study similar to the presently undertaken by the researcher at this target locality. There were numerous studies on student learning and development but not to targeted locality. Given, the situations mentioned earlier, this research targeted in exploring students' social support of higher secondary school students to learning and development, which could be alarming in the present society. It is in this

context, that the researcher had conducted the study to evaluate the social support acquired by the higher secondary students.

### **Statement of the Problem**

The statement of the problem is entitled as “*A Study on Social Support to learning and development of Higher Secondary School Students*”.

### **Objectives of the Study**

1. To find out the social support to learning and development of higher secondary school students with respect to Gender.
2. To find out the social support to learning and development of higher secondary school students with respect to their Type of Family.
3. To find out the social support to learning and development of higher secondary school students with respect to their Parental monthly income.

### **Hypothesis of the Study**

1. There is no significant difference in the social support to learning and development of higher secondary school students with respect to Gender.
2. There is no significant difference in the social support to learning and development of higher secondary school students with respect to Type of Family.
3. There is no significant difference in the social support to learning and development of higher secondary school students with respect to Parental monthly income.

### **Methodology**

The investigator selected Normative Survey method for carrying out the present study.

### **Sample and Technique**

Simple random sampling technique was adopted. Sample for this study consists of 96 higher secondary school students, among them 55 were boys and 41 were girl's students studying in various higher secondary schools from Chennai district of Tamil Nadu.

### **Research Tool**

The investigator developed a five-point scale tool of 51 statements related to the social support of higher secondary school students. It includes various components such as Teachers,

Parents and Friends related to learning and Development. Reliability of the tool is found to be 0.913 and the validity of the tool was found to be 0.995.

### Statistical Techniques Used

Mean, S.D and t- value and F- value were employed to calculate the significant difference of social support of higher secondary school students to learning and Development in terms of variables like gender, type of family and parental monthly income.

### Analysis of the data

**Table - 1**

**Mean, S.D and t-value for social support to learning and development of higher secondary school students with respect to gender.**

Variable	Gender	N	Mean	SD	t - value	L.S
Social Support	Boys	55	89.82	5.742	1.993	0.05
	Girls	41	90.27	5.268		

From the above table, it is observed that the obtained t– value (1.993) is higher than the table value (1.96) and it is significant at 0.05 levels. Hence, there is a significant difference in social support of higher secondary school students to learning and Development based on gender and the Null Hypothesis is rejected.

**Table - 2**

**Mean, S.D and t-value for social support to learning and development of higher secondary school respect to domicile.**

Variable	Type of Family	N	Mean	SD	t - value	L.S
Social Support	Nuclear	68	89.99	5.352	0.069	NS
	Joint	28	90.07	6.012		

From the above table, it is observed that the obtained t– value (0.069) is lesser than the table value (1.96) and it is not significant even at 0.05 levels. Hence, there is no significant difference in social support to learning and development of higher secondary school students based on type of family and the Null Hypothesis is accepted.

Table – 3

**ANOVA for significance among social support to learning and development of higher secondary school students with respect to parental monthly income.**

Sources of Variation (Social Support)	Sum of Squares	df	Mean Square	F Value	L.S
Between group	470.112	2	235.056	9.015	0.000**
Within group	2424.878	93	26.074		
Total	2894.990	95			

From the above table, it is observed that the obtained F– value (9.015) is higher than the table value (4.61) and it is significant at 0.01 level of social support of higher secondary school students with respect to parental monthly income.

Further, analysis of the difference between the variable of social support of higher secondary school students' parental monthly income were tested through Duncan Multiple Range Test (DMRT). It can be observed that there is a significant difference between different level of parental monthly income of higher secondary school students with respect to social support at 0.01 level. Comparing the mean scores of Rs 25,000 and above (M=91.04) parental monthly income of higher secondary students more favorable social support than below 20,000 and in-between 20,000 to 25,000 income (M=90.98 & M=85.06).

Since there is a significant difference between different level of parental monthly income of higher secondary school students with respect to social support at 0.01 level. Hence, the above null hypothesis is rejected.

### Major Findings of the Study

- ❖ It was found that there is a significant difference in Social support to learning and development of higher secondary school students based on gender. Comparing the mean score, girl students have more social support compared to boy students.
- ❖ It was found that there is no significant difference in social support to learning and development of higher secondary school students based on type of family.

- ❖ It was found that there is a significant difference in Social support to learning and development of higher secondary school students based on parental monthly income. Comparing the mean scores of Rs 25,000 and above (M=91.04) parental monthly income of higher secondary students more favorable social support than below 20,000 and in-between 20,000 to 25,000 income (M=90.98 & M=85.06).

### **Educational Implications**

Considering the social support of higher secondary students learning and development for gender, girl students have more favorable social support than the boy students. Favorable social support towards students learning and development can be increased among the boy students by proper guidance, motivation and cooperation from parents, teachers and friends.

For the teachers, the results will help them in improving their skills in delivering their subject matter to the students. It will also serve as an awakening call for them to note of the students' social support.

Since the research results show that social support has a significant with student learning and development, it is therefore recommended that parents, teachers, friends and families continue to support each other in creating formative experiences for children that will develop their competence, confidence, and positive views of themselves.

Therefore, it is recommended by students and family members to seek resources for non-parenting adults that can offer the forms of social support that will be the most beneficial and could very highly contribute to their learning and development.

### **Suggestions for this Study**

This study can be conducted to the Arts and Science College students also. The same study can be conducted to the diploma in teacher education trainees also all over Tamil Nadu.

### **Conclusion**

The present study helps to know the social support of higher secondary school students to learning and Development. The results of this study will furnish information about the social support on students learning and development. The result will serve as a challenge to the school

heads to initiate school-based training to reinforce the student's social support. For the teachers, the results will help in improving their skills in delivering their subject matter to the students and improve their teaching ability. It will also serve as an awakening call for them to note of the students' social support. Further, the importance of their social support towards students learning and development, which may lead them to continuously develop their competence and improve their learning abilities to become more motivated in their studies.

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## Research Article

## A Study on Epistemic Cognition of Student Teachers

C. Maragatha Valli<sup>1</sup> & Dr. K.A. Sheeba<sup>2</sup>

<sup>1</sup>Research Scholar, Stella Matutina College of Education, Chennai, TN, India –

<sup>2</sup>Asst. Professor of Physical Science, Stella Matutina College of Education, Chennai, TN, India.

ORCID: <https://orcid.org/0009-0004-6936-0079>

### Abstract

In the context of student-teachers, Epistemic Cognition is important as it shapes their attitudes and approaches to learning and teaching. Epistemic Cognition refers to the ways in which individuals understand and reason about knowledge and knowing. It involves the beliefs, values and strategies that individuals use to acquire, evaluate and apply knowledge. The aim of the study is to examine whether previous teaching experience and parents' profession of student teachers in Chennai region make difference in their Epistemic Cognition. A total of 1083 student teachers participated in the descriptive survey research. This study revealed that difference exists between Epistemic Cognition of student teachers with and without previous teaching experience. By enhancing their Epistemic Cognition, student-teachers can become more effective educators who can help their students develop critical thinking skills, engage in meaningful learning and become lifelong learners.

**Keywords:** Epistemic Cognition, Epistemology, Student teacher, Teacher trainees, Perspective Teachers

### Introduction

Epistemic Cognition refers to the ways in which individuals understand and reason about knowledge and knowing. It involves the beliefs, values and strategies that individuals use to acquire, evaluate and apply knowledge. In the context of student teachers, Epistemic Cognition is important as it shapes their attitudes and approaches to learning and teaching. As future educators, student-teachers need to develop a deep understanding of how knowledge is created and evaluated, and how to engage in critical thinking and reflection to enhance their own learning and that of their students. Epistemic Cognition is a complex and multidimensional

construct that involves various aspects, such as beliefs about the nature of knowledge, the source of knowledge, the certainty and uncertainty of knowledge and the process of knowledge acquisition. Student teachers' Epistemic Cognition can be influenced by their prior experiences, cultural background and educational context. Therefore, it is important for teacher education programs to promote the development of student teachers' Epistemic Cognition. This can be achieved through various approaches, such as explicit instruction on Epistemic Cognition, modelling by expert teachers, and utilising opportunities for reflection and discussion. By enhancing their Epistemic Cognition, student teachers can become more effective educators who can help their students develop critical thinking skills, engage in meaningful learning, and become lifelong learners.

### **Review of Related Studies**

**Neena Sawhney and Sneh Bansal (2015)** conducted a study on *Metacognitive Awareness of Undergraduate Students in Relation to their Academic Achievement*. The objective of the study was to find out the relationship between metacognitive awareness and academic achievement of undergraduate students. The sample of the study comprised of 100 undergraduate students from various colleges of Chandigarh using Metacognitive Awareness Inventory (MAI) by Schraw & Dennison (1994). The findings of the study reveals that there is a significant difference in academic achievement of undergraduate students with high and low scores in metacognitive awareness.

**Irshad Ali Dar (2016)** conducted a study on *Epistemological Belief of Senior Secondary Students*. The objective of the study was - to find out the differences in epistemological beliefs of senior secondary students with respect to their gender. The sample size was 600 senior secondary students from six different districts of Jammu and Kashmir state. The tool used in this study was Epistemological Belief Questionnaire (EBQ) constructed and standardized by the investigator from the adoption of Schumer. The simple random sampling technique was used in this study and data was analysed statistically. The findings of the study reveals that no significant differences were found among senior secondary students in terms of gender on Certain Knowledge, Quick Learning and Innate Ability dimensions of epistemological belief. But they differ significantly on Simple Knowledge dimension. Boys possess mature beliefs as compared to Girls on Simple Knowledge dimension of epistemological belief.

### Objectives of the Study

- To examine the difference in Epistemic Cognition among Student teachers with respect to their previous teaching experience.
- To examine the difference in Epistemic Cognition among Student teachers with respect to their parents' profession.

### Research Design

The research employs the descriptive survey method. With the assistance of the research supervisor, the investigator developed and validated the Inventory employed in this study. There are 26 items in the Epistemic Cognition Inventory. The data was obtained using stratified random sampling technique from a sample of 1083 Student teachers at 14 colleges of education in Chennai as well as its surrounding metropolitan area of Tamil Nadu state comprising of colleges of Government, Government-aided, and Self-financing.

### Analysis and Interpretation

**H<sub>01</sub>:** There is no significant difference in Epistemic Cognition among Student teachers with respect to their previous teaching experience.

**Table 1**

#### Epistemic Cognition of student teachers with respect to previous teaching experience

Source	Previous teaching experience				df	t-value	p-value & Level of Sig,
	Teaching experience (N=268)		Inexperience (N=815)				
	Mean	SD	Mean	SD			
Epistemic Cognition	107.779	10.898	106.254	9.311	1081	2.057	P=0.039 P<0.05

The Table-1 shows that, since the p value is less than 0.05 for Epistemic Cognition, the Null hypothesis is rejected at 5% level of significance. Hence, there is significant difference in Epistemic Cognition of student teachers with respect to their previous teaching experience, favoring student teachers with teaching experience.

**H<sub>02</sub>:** There is no significant difference in Epistemic Cognition of student teachers with respect to their parents' profession.

**Table 2**

**Epistemic Cognition of student teachers with respect to their parents' profession**

Source	Parent's profession				df	t-value	p-value & Level of Significance
	Teachers (N=305)		Other professions (N=778)				
	Mean	SD	Mean	SD			
Epistemic Cognition	108.454	10.777	107.417	10.598	1081	1.263	P=0.207 P>0.05

The Table-2 shows that, since the p value is greater than 0.05 for Epistemic Cognition, the Null hypothesis is accepted at 5% level of significance. Hence, there is no significant difference in Epistemic Cognition of Student teachers with respect to their parents' profession.

**Discussion**

This study reveals that the mean score of respondents with teaching experience is higher than that of inexperienced respondents in Epistemic Cognition. Research has shown that student teachers with teaching experience tend to have more sophisticated Epistemic Cognition than novice Student teachers. For example, they may have a better understanding of how knowledge is created, evaluated, and used, and may be more likely to use evidence-based practices in their teaching. Additionally, Student teachers with experience may be more open to new ideas and perspectives and may be better equipped to handle uncertainty and complexity in their teaching. These attributes can help them to be more effective in promoting students' critical thinking and problem-solving skills.

The study further revealed that there is no difference in Epistemic Cognition of student teachers with respect to their parents' profession of teaching or not. One possible explanation for this lack of difference is that the development of Epistemic Cognition is influenced by a variety of factors beyond parental profession, such as educational experiences, personal interests and cultural background. Other factors, such as the quality of teacher education programs and the teaching practices of the educators, they interact with, may also play a more significant role in shaping student teachers' Epistemic Cognition.

## Conclusion

Teaching experience can provide opportunities for student teachers to develop their Epistemic Cognition and to refine their teaching practice. By enhancing their understanding of the nature of knowledge and learning, student teachers with previous experience can better support their students' academic and personal growth. Developing Epistemic Cognition in respondents with inexperience teaching requires a deliberate and systematic approach that involves providing explicit instruction, modeling effective practices, promoting reflection and discussion, providing opportunities for inquiry-based learning, including providing feedback and assessment. By enhancing their understanding of knowledge and learning, novice student teachers can become more effective in promoting critical thinking and problem-solving skills in their students. It is important to note that while parental profession may not have a significant impact on Epistemic Cognition, other factors related to socio-economic status or cultural background may still influence student teachers' educational experiences and attitudes towards learning. As such, it is essential for teacher education programs to recognize and address the diverse backgrounds and experiences of student teachers to promote a more inclusive and equitable learning environment.

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## Research Article

## A Study on Problem Solving Ability in Relation to Self Confidence

V. Lincy Pushpa<sup>1</sup> & Dr. K.A. Sheeba<sup>2</sup>

<sup>1</sup>Research Scholar, Stella Matutina College of Education, Chennai, TN, India.

<sup>2</sup>Asst. Professor of Physical Science, Stella Matutina College of Education, Chennai, TN, India.

ORCID: <https://orcid.org/0009-0004-6936-0079>

DOI: <https://doi.org/10.34293/0974-2123.v14n2.005>

### Abstract

Self-confidence is the best outfit which everyone should wear it every day to face the problems of their life and to achieve the real purpose of the life. Topic of the study is a study on problem solving ability in relation to self-confidence. Main Purpose of the study is to find the relationship between problem solving ability and self confidence among high school students. Tool used for the study is Problem Solving Inventory (PSI) which was constructed and standardized by P. Paul Heppener (1988) and Self-Confidence Inventory constructed by the investigator. Stratified random sampling method was used. The sample size is 498. Finding of the study is there is a significant relationship between Problem Solving Ability and Self Confidence among IX standard students.

**Keywords:** Problem solving ability, Self-confidence and High School Students

### Introduction

*SUCCESS does not mean an absence of problems; it is overcoming problems. Success is not measured by how high we go up in life, but how many times we bound back when we fall down. -SHIV KHERA*

Problem solving plays a crucial role in the society. The world is full of challenges and one should locate the goal and move forward with Self-Confidence which will give the ability to solve any problems. Moreover, problem solving ability is the need of the hour and the problem-solving skill is much required to anyone to face the challenges of the society. Lack of problem-solving ability leads to many problems and it is self-confidence which prepares for facing these challenges and accepting these challenges as successfully. Self-Confidence is the

belief that we are generally capable of achieving the results we want. Self-Confidence is related with success and it is related to finding solution to the problems.

A confident attitude and a faith in oneself and one's ideas are essential in getting ahead but it should also be remembered that self-confidence grows with success that means it is desirable to develop those qualities within oneself that makes for success. It has been found that the child who perceives himself to be confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence to be utmost, on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment. Now days due to the technical advancement everyone doesn't have patience to adjust for the current circumstances and in order to strive success apart from the self-confidence attitude.

### **Need and significance of the Study**

In the new era of information and technology the present students are positively gaining up-to-date knowledge which leads to a higher level of self-confidence. Moreover, due to the higher level of technological advancement, everything in their daily life has been made easy with the help of internet which leads to lack of understanding. Problems in the reality results in lower problem-solving ability and also due to poor problem-solving ability students are not ready to face the problem. Hence the present study is the need of the hour.

It is evident that now-a-days no one has the patience to wait for the right time nor accepting or adapting to the flow of the society. Now, students are concentrating only on winning, but they are not taught how to handle problems/failures. Hence one could see lots of suicide among students when it comes to either results or when they face problems in home or classrooms.

Students are expecting a smooth life without any problems in life and they were not taught to face problems with self-confidence. Their education system is in such a way that they define success as purely an academic and not in any other way. But practically academic success is only a part of their life and is not a whole life and this study will provide a detailed overview about the student perceptions and understanding about problem solving and self-confidence.

**Hypothesis**

There is no significant relationship between Problem Solving Ability and Self Confidence of IX standard students.

**Objectives of the Study**

The objective of the study is finding the correlation between Problem Solving Ability and Self Confidence of standard IX students.

**Tools used for the Study**

For the present study the following tools were employed to collect the data.

- ❖ Problem Solving Inventory (PSI) constructed and standardized by P. Paul Heppener (1988).
- ❖ Self-Confidence Inventory constructed by the investigator.

**Methodology**

In order to get information from the high school students for this study, the researcher used survey method (descriptive research). Stratified random sampling method was used for this study. A survey is a highly organized questionnaire that is used to gather data from a large number of respondents that are representative of certain demography.

**Analysis of data**

Data was collected from 498 students drawn from high schools of different school type. The variable studied in present investigation is Problem Solving Ability and Self-Confidence. Correlation was carried out to find the significant relationship between Problem Solving Ability and Self-Confidence.

**Nature of the selection of the sample**

The sample for the study was collected using stratified random sampling. Representative samples of 498 Students studying in IX standard in Chennai District were collected. For the present study samples were collected from Government, Government Aided and Private schools. Both Tamil and English medium students were included. The sample consisted of boys and girls. The distribution of sample is given in the table 1.1.

The investigator visited the particular schools to obtain the permission of heads of institutions. After getting permission the investigator distributed the questionnaire and instructions gave to the students on how to respond to the statement, given in the questionnaire.

The personal data sheet was also circulated along with the questionnaire with proper instruction.

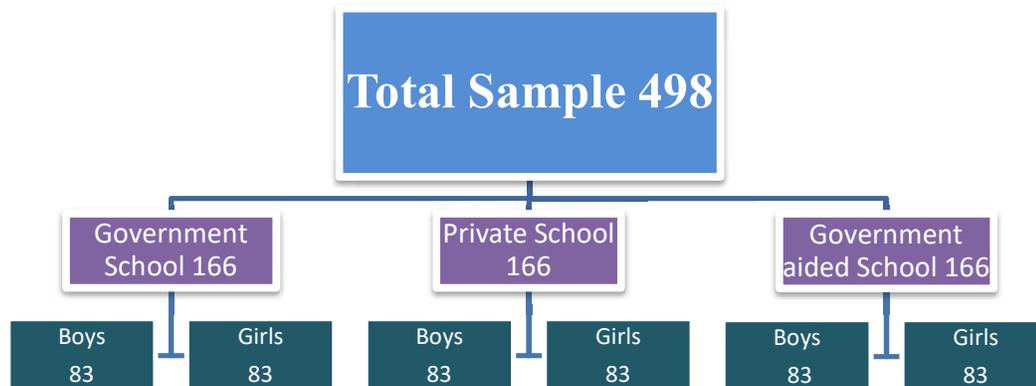
**Table 1.1**  
**School Wise Distribution of Sample Selected for the Study**

Name Of the Institution	Type of School	Total
Pathipaga Chemmal K Ganapathy Higher Secondary School, Kodambakkam.	Government	498
Loyola Boys Higher Secondary School Kodambakkam	Private	
Fatima Girls Higher Secondary School Kodambakkam	Private	
KK Nirmala higher secondary school, Ashok Nagar.	Government Aided	
Ramakrishna higher secondary school, T. Nagar.	Government Aided	

The sample consisted of 249 boys and 249 girls studying in higher secondary school students as shown in the flow chart figure 1.2.

**Fig 1.2**

**Flow Chart Showing the Distribution of the Total Sample**



**H1-**There is no significant relationship Between Problem Solving Ability and Self Confidence of IX standard student.

**Table 1.2**

**Table showing the correlation between Problem Solving Ability and Self Confidence of IX standard students**

Variables	N	R	Significance level
Problem solving ability and self-confidence	498	0.316	0.000

From the above table 1.2 the significance value is less than 0.05, so that, null hypothesis is not accepted. Hence there is significant relationship between Problem Solving Ability and Self Confidence among IX standard students.

#### **Findings of the study**

Finding of the study is there is a significant relationship between Problem Solving Ability and Self Confidence among IX standard students.

#### **Educational Implication**

The present study focuses on the problem-solving ability in relation to the self-confidence of the students. Problem solving ability tend to differ from students with different level of Self-confidence, students with higher level of self-confidence will be having higher level of problem-solving ability and vice versa. It is interesting to note that self-confidence has a big role in the problem-solving ability.

As the self-confidence plays a vital role in problem solving ability the education system should focus on enhancing self-confidence by conducting motivational seminars, personality development programs and also include them in the syllabus in order to prepare them for the society in future and make them mentally strong to face all the challenges in the society and to would them to handle all kinds of stress and pressure which evolves from the society and to train to handle on their own.

#### **Conclusion**

Hence the problem-solving ability and self-confidence is the core quality in the field of education and our education system should focus on these core qualities to enhance the ability

of the students to face the challenges in their life and make them to give surprise to the world.

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